

Arizona State Board of Education
Information Packet
ARIZONA LEARNS 2003
Study Session
September 16, 2003

On September 16, 2003, the Arizona Department of Education (ADE) will present to the Arizona State Board of Education (Board) proposed modifications to the Achievement Profile methodology. This methodology will be applied to Arizona public elementary and secondary schools, including charter schools, in order to determine school classifications by October 15, 2003 as required by A.R.S. §15-241 (ARIZONA LEARNS).

The purpose of this document is to inform the Board of all necessary decisions required to adopt the modifications made to the Achievement Profile. This document includes an overview of the general process to produce the Achievement Profiles, a summary of the actions before the Board, specific numeric values associated with those actions, and the administrative policies necessary to implement the Achievement Profiles.

As mandated by A.R.S. §15-241, the ADE in collaboration with members of the education community developed the Achievement Profile according to a research-based methodology. All modifications to the Achievement Profile follow this principle. Upon adoption by the Board, the ADE will produce a technical report detailing the Achievement Profile methodology, including specific formulas and supporting documentation.

Illustration A: *Achievement Profile (Elementary Model)*

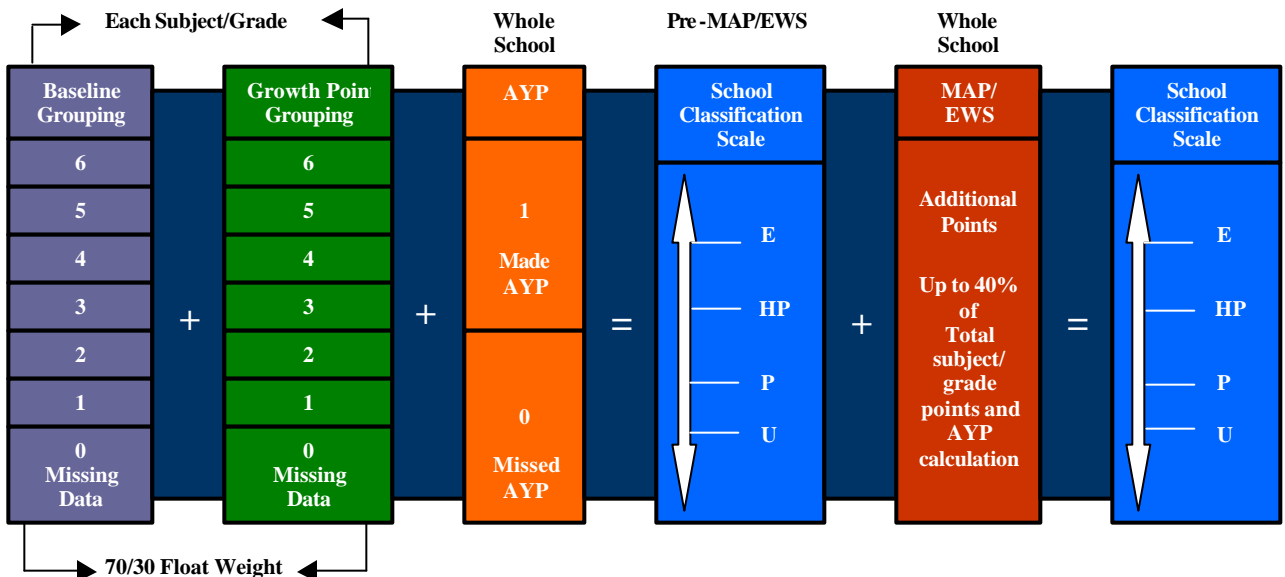
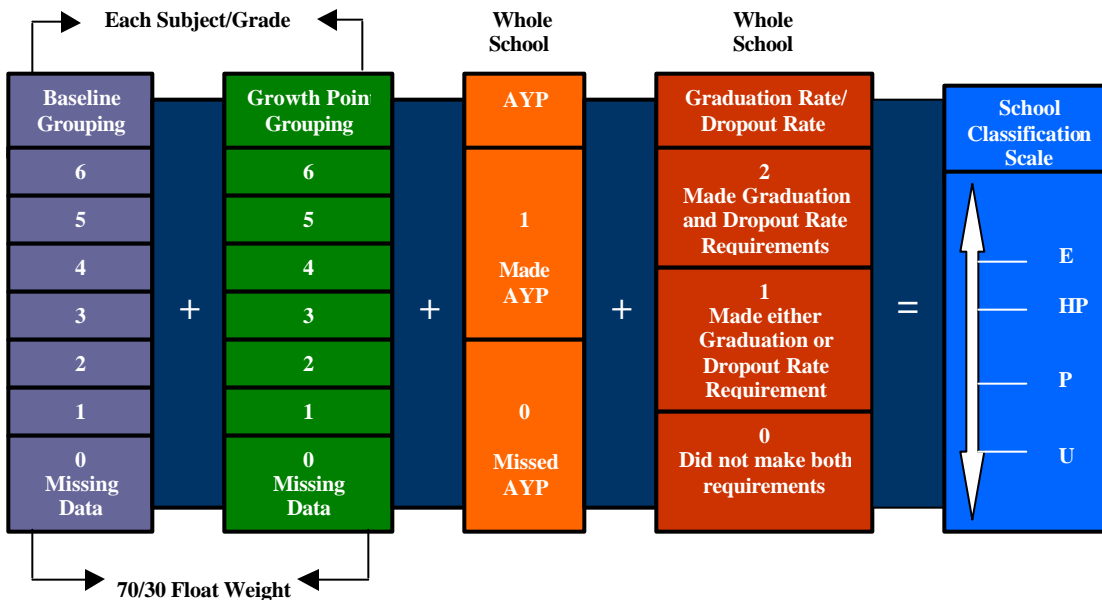


Illustration B: *Achievement Profile (Secondary Model)*



I. GENERAL PROCESS TO PRODUCE THE ACHIEVEMENT PROFILES

According to A.R.S. §15-241, the Achievement Profile is utilized to determine a public school classification. The general process to calculate the Achievement Profile for each school is as follows:

- A. Identify the Baseline Group for each subject/grade combination (*Baseline Grouping*) and establish associated scale values.
- B. Calculate total Growth Points for each subject/grade combination (*Growth Point Grouping*) and establish associated scale values.
- C. Complete a determination of Adequate Yearly Progress (AYP) as mandated by the No Child Left Behind Act of 2001 for each public school and establish associated scale values.
- D. Add additional (non-AYP) indicators of graduation rate and dropout rate and establish associated scale values [**secondary schools only**].
- E. Calculate a total scale score value by adding the Baseline Group scale values for each grade/subject combination to the Growth Point Group scale values for each subject grade combination (giving a 70% weight to the school's strongest scale value and 30% weight to the other scale value) *plus* the AYP scale value *plus* the additional (non-AYP) indicator scale value [**secondary schools only**].
- F. Evaluate the sum of all scale values (i.e. the total scale score value) in relation to the school classification scale and associated cut points to determine secondary school Achievement Profile classifications and preliminary (pre-added evidence) elementary school Achievement Profile classifications.

- G. Add “additional evidence” (MAP and EWS) to total scale score value in order to produce elementary school classifications.
- H. Apply threshold criteria for Excelling and Highly Performing Achievement Profile school classifications based on average percentage of students in the “Exceeds the Standard” category on AIMS. Requisite percentages will be set for Excelling and Highly Performing classifications based on the subject/grade combinations assessed at a particular school.

A. Identifying Baseline Groupings

The Board previously approved six (6) baseline groups created by five (5) different separation points. This modification reflects legislative amendments made to A.R.S. §15-241. The ADE will utilize these five (5) separation points to establish a six (6) – one (1) scale [six being the highest value and one being the lowest value]. A zero (0) value will be assigned for missing data.

Additionally, the ADE will apply a two (2)-year average of 2000 and 2001 AIMS data in order to determine Baseline groups for all grades/subjects, except for high school mathematics. 2001 AIMS data will serve to determine Baseline groups for high school mathematics.

The ADE recommends that Baseline Groupings be established using the average percent of students meeting the standard for 2000 and 2001, for all subjects and grades except high school mathematics. High school mathematics will utilize the percent of students meeting the standard for 2001 to calculate baseline scores. Utilizing a beta weight distribution the ADE determined the cut points for the six Baseline Groupings based on the following percentile ranks: 90, 75, 50, 25 and 10. The beta weight distribution has two distinct advantages. First, its scores fall within the boundaries of zero and one, resulting in positive values associated with the percentage of students meeting the standard. This approach is preferred when dealing with a proportion, as it isn’t possible to have a negative value in the baseline grouping. Second, a beta weight distribution allows the department to deal with oddly shaped or skewed distributions of data. The application of the beta weight distribution yielded the following cut points for the Baseline Groupings per subject/grade (please see Table 1).

Table 1: Baseline Groupings based on the percent of students Meeting/Exceeding the standard

Grade	Subject	Baseline Grouping 1	Baseline Grouping 2	Baseline Grouping 3	Baseline Grouping 4	Baseline Grouping 5	Baseline Grouping 6
3	Math	0% - 26%	27% - 40%	41% - 56%	57% - 71%	72% - 82%	83% - 100%
3	Reading	0% - 46%	47% - 59%	60% - 73%	74% - 84%	85% - 91%	92% - 100%
3	Writing	0% - 54%	55% - 67%	68% - 79%	80% - 89%	90% - 94%	95% - 100%
5	Math	0% - 11%	12% - 21%	22% - 36%	37% - 52%	53% - 66%	67% - 100%
5	Reading	0% - 31%	32% - 44%	45% - 60%	61% - 75%	76% - 85%	86% - 100%
5	Writing	0% - 25%	26% - 38%	39% - 53%	54% - 68%	69% - 79%	80% - 100%
8	Math	0% - 1%	2% - 5%	6% - 12%	13% - 22%	23% - 34%	35% - 100%
8	Reading	0% - 25%	26% - 37%	38% - 51%	52% - 66%	67% - 77%	78% - 100%
8	Writing	0% - 18%	19% - 28%	29% - 42%	43% - 56%	57% - 68%	69% - 100%
H.S.	Math	0% - 3%	4% - 8%	9% - 19%	20% - 33%	34% - 47%	48% - 100%
H.S.	Reading	0% - 28%	29% - 42%	43% - 58%	59% - 73%	74% - 83%	84% - 100%
H.S.	Writing	0% - 16%	17% - 25%	26% - 39%	40% - 53%	54% - 66%	67% - 100%

BOARD ACTION:

- A1.) The ADE recommends that the Board approve the utilization of the beta distribution to determine cut points for the six (6) Baseline Groupings based on the following percentile ranks: 90, 75, 50, 25 and 10, which yield the cut scores illustrated in Table 1 (on page 3 of this document).

B. Calculating Growth Points

Total Growth Points for each school and subject/grade combination are calculated by adding the following figures:

1. Elementary Schools [K-8; or any combination of those grades]

(Reading, Writing, and Mathematic)

- a. The difference between the average percentage of students in the Falls Far Below (FFB) performance level on AIMS averaged over the 2001-2003 academic years and the percentage of students in the FFB performance level over a two (2)-year average of 2000 and 2001 AIMS.
- b. The difference between the average percentage of students in the Meets or Exceeds (M/E) performance levels on AIMS averaged over the 2001-2003 academic years and the percentage of students in the M/E performance level over a two (2)-year average of 2000 and 2001 AIMS.

Secondary Schools [Grades 9-12]

(Reading and Writing)

- a. The difference between the average percentage of students in the Falls Far Below (FFB) performance level on AIMS averaged over the 2001-2003 academic years and the percentage of students in the FFB performance level over a two (2)-year average of 2000 and 2001 AIMS.
- b. The difference between the average percentage in the Meets or Exceeds (M/E) performance levels on AIMS averaged over the 2001-2003 academic years and the percentage of students in the M/E performance level over a two (2)-year average of 2000 and 2001 AIMS.

Secondary Schools [Grades 9-12]

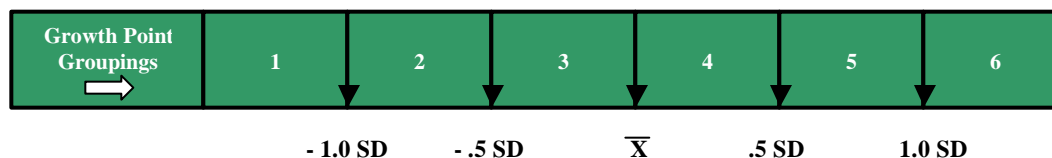
(Mathematics)

- a. The difference between the average percentage of students in the Falls Far Below (FFB) performance level on AIMS averaged over 2001-2003 academic years and the percentage of students in the FFB performance level on the 2001 AIMS.
- b. The difference between the average percentage of students in the Meets or Exceeds (M/E) performance levels on AIMS averaged over the 2001-2003 academic years and the percentage of students in the M/E performance levels on the 2001 AIMS.

The ADE recommends that the Board approve the six (6) Growth Point Groups created by five (5) different separation points. The ADE will utilize these six (6) Growth Point groups to establish a six (6) – one (1) scale [six (6) being the highest value and one (1) being the lowest value]. A zero (0) value will be given for missing data.

The ADE recommends that the Board approve the same methodology approved by the Board for the 2002 Achievement Profile (please see Illustration C) to set the cut points for the six Growth Point Groupings. This methodology utilizes the distribution of growth points by subject and grade combination for the state. The separation points are determined by evaluating the state average (mean) and the values associated within ½ standard deviation and 1 standard deviation from the mean. These cut point results can also be represented using percentile rankings as well. The subsequent percentile ranks would be 16%, 31%, 50%, 69%, and 84%.

Illustration C:



The utilization of this methodology will yield the following cut points for the six Growth Point Groupings (please see Table 2).

Table 2: Growth Point Groupings

Grade	Subject	Growth Point Grouping 1	Growth Point Grouping 2	Growth Point Grouping 3	Growth Point Grouping 4	Growth Point Grouping 5	Growth Point Grouping 6
3	Math	<-1.75%	-1.74% - 4.18%	4.19% - 10.12%	10.13% - 16.05%	16.06% - 21.98%	21.99% >
3	Reading	<-5.41%	-5.40% - -0.90%	-0.89% - 3.60%	3.61% - 8.11%	8.12% - 12.61%	12.62% >
3	Writing	<-9.23%	-9.22% - -5.00%	-4.99% - -0.77%	-0.76% - 3.46%	3.47% - 7.69%	7.70% >
5	Math	<-1.61%	-1.60% - 4.11%	4.12% - 9.83%	9.84% - 15.56%	15.57% - 21.28%	21.29% >
5	Reading	<-15.16%	-15.15% - -10.46%	-10.45% - -5.77%	-5.76% - -1.07%	-1.06% - 3.62%	3.63% >
5	Writing	<-8.18%	-8.17% - -3.44%	-3.43% - 1.29%	1.30% - 6.02%	6.03% - 10.76%	10.77% >
8	Math	<-7.99%	-7.98% - -1.94%	-1.93% - 4.11%	4.12% - 10.17%	10.18% - 16.22%	16.23% >
8	Reading	<-5.86%	-5.85% - -0.81%	-0.80% - 4.24%	4.25% - 9.29%	9.30% - 14.34%	14.35% >
8	Writing	<-10.24%	-10.23% - -5.92%	-5.91% - -1.61%	-1.60% - 2.70%	2.71% - 7.02%	7.03% >
H.S.	Math	<-5.81	-5.80% - -1.60%	-1.59% - 2.61%	2.62% - 6.83%	6.84% - 11.04%	11.05% >
H.S.	Reading	<-10.50%	-10.49% - -6.10%	-6.09% - -1.70%	-1.69% - 2.71%	2.72% - 7.11%	7.12% >
H.S.	Writing	<10.72%	10.73% - 15.32%	15.33% - 19.92%	19.93% - 24.52%	24.53% - 29.12%	29.13% >

BOARD ACTION:

- B1.) The ADE recommends that the Board approve the application of the Growth Point Grouping methodology as described above and detailed in Illustration C, yielding the cut points presented in Table 2.

C. Adequate Yearly Progress (AYP)

The Board has approved the calculation of Adequate Yearly Progress (AYP), in accordance with the No Child Left Behind Act of 2001 (NCLB), the ADE will complete an Adequate Yearly Progress (AYP) determination for each public elementary and secondary school as defined by Section 1111 of Title I (NCLB). This determination simply identifies those schools that have made the federal definition of AYP and those schools that have not made AYP. The ADE will integrate the AYP determination into our accountability system by including it as a component of the Achievement Profile. As such, a scale value must be established for the AYP determination. The ADE will apply a one (1) – zero (0) scale value for the AYP determination. One (1) [given to schools that made AYP] represents the highest value, while zero (0) (given to schools that did not make AYP) represents the lowest value.

The Board has adopted the one (1) – zero (0) AYP scale as detailed in Illustration A (6/03).

D. Add All Additional (non-AYP) Indicators (Secondary Schools Only)

The Achievement Profile for high schools includes the Graduation Rate and the Annual Dropout Rate (please refer to the Table 3, which summarizes the Graduation and Dropout Rate targets).

Table 3: Baseline and Targets for Annual Graduation and Dropout Rates
(Secondary School Achievement Profile)

Baseline* Dropout Rate	Target**	Baseline* Graduation Rate	Target**
6-9 %	1% Decrease	74-90%	1% Increase
> 9%	2% Decrease	< 74%	2% Increase

* The baseline is the 2000 academic year.

** The Annual Dropout Rate targets are the difference between the baseline year and the three (3) -year average for the 2001-2003 academic years. The Graduation Rate targets are the difference between the baseline year and the three (3) year average for the years 2000-2002.

The scale values for the Annual Graduation Rate and Dropout Rate indicators will be distributed based on the following table:

Table 4: Decision matrix and point values for High School Additional Indicators

<u>School met the target in:</u>		Scale Value
Graduation	Dropout	
Yes	Yes	2
Yes	No	1
No	Yes	1
No	No	0

E. Calculating the School Classification Scale

In order to calculate a school's scale classification value (pre MAP/EWS), the ADE will add the Baseline Group scale values for each grade/subject combination to the Growth Point Group scale values for each grade/subject combination. The ADE will apply a 70% weight to the school's strongest scale value (**Baseline Group or Growth Point Group**) and a 30% weight to the other scale value as approved by the Board. The Baseline and Growth Point scale values for each grade/subject combination (post float weight) are then added to the AYP scale score value.

After the Baseline and Growth Point scale values for each grade/subject combination (post float weight) are added to the AYP scale value, the ADE will add the graduation rate and dropout rate scale value (applied only to secondary schools). This methodology has been approved by the Board (6/03).

Application of the 70%/30% float weight methodology and Board approval of action items A1 and B1 will result in the following Baseline and Growth Point values per subject/grade (please see Table 5 and Table 6):

Table 5: Elementary Scale- Point Distributions by Baseline Grouping and Growth Point Grouping

	Growth Point Grouping 1	Growth Point Grouping 2	Growth Point Grouping 3	Growth Point Grouping 4	Growth Point Grouping 5	Growth Point Grouping 6
Baseline Grouping 1	1	1.7	2.4	3.1	3.8	4.5
Baseline Grouping 2	1.7	2	2.7	3.4	4.1	4.8
Baseline Grouping 3	2.4	2.7	3	3.7	4.4	5.1
Baseline Grouping 4	3.1	3.4	3.7	4	4.7	5.4
Baseline Grouping 5	3.8	4.1	4.4	4.7	5	5.7
Baseline Grouping 6	4.5	4.8	5.1	5.4	5.7	6

Table 6: High School Scale- Point Distributions by Baseline Grouping and Growth Point Grouping

	Growth Point Grouping 1	Growth Point Grouping 2	Growth Point Grouping 3	Growth Point Grouping 4	Growth Point Grouping 5	Growth Point Grouping 6
Baseline Grouping 1	1	1.7	2.4	3.1	3.8	4.5
Baseline Grouping 2	1.7	2	2.7	3.4	4.1	4.8
Baseline Grouping 3	2.4	2.7	3	3.7	4.4	5.1
Baseline Grouping 4	3.1	3.4	3.7	4	4.7	5.4
Baseline Grouping 5	3.8	4.1	4.4	4.7	5	5.7
Baseline Grouping 6	4.5	4.8	5.1	5.4	5.7	6

F. Evaluate the Total Scale Score Value to Determine a School Classification

The location of a school's total scale score value when placed on the school classification scale will determine the classification of the school. Table 5 and Table 6 represent a visual model of the cut points provided below. Score ranges represented in red are conceptually equivalent to underperforming, yellow are conceptually equivalent to performing, orange are conceptually equivalent to highly performing, and green are conceptually equivalent to excelling. To complete the cut point setting process the ADE recommends to the Board the following cut points for school classification (please see Table 7 and Table 8).

Table 7: Elementary School Classification Cut Points

<u>Elementary Model</u>	Subject/Grade Combination 1	Subject/Grade Combination 3	Subject/Grade Combination 6	Subject/Grade Combination 9
Underperforming	< 4	< 12	< 24	< 36
Performing	4	12	24	36
Highly Performing	4.6	13.8	27.6	41.4
Excelling	5.4	16.2	32.4	48.6

Table 8: High School Classification Cut Points

<u>Secondary Model</u>	Subject/Grade Combination 1	Subject/Grade Combination 3
Underperforming	< 3.2	< 9.6
Performing	3.2	9.6
Highly Performing	5	15
Excelling	5.4	16.2

BOARD ACTION:

- F1.) The ADE recommends that the Board approve the cut points detailed in Table 7 and Table 8 to determine the Achievement Profile school classification.

G. Add Additional Evidence to Produce Elementary School Achievement Profile Classifications

The ADE recommends to the Board that they award points for additional evidence of student growth and increased academic achievement post calculation of the total scale score value (applied only to elementary schools). The distribution of additional points will be based on the average percentage of students making One Year's Growth (OYG) according to the Measure of Academic Progress (MAP) over the 2001-2003 academic years and the average percentage of students with an extended writing trait score (EWS) of 24 or higher on AIMS over the 2001-2003 academic years. MAP will be calculated for each grade/subject (reading and mathematics) combination (whole school evaluation), while EWS will be evaluated for each elementary grade assessed with AIMS (grades 3, 5, and 8).

Calculating Added Evidence Points (Elementary Model):

In calculating the added evidence points the ADE recommends the following methodology:

- 1.) Calculate number of students making OYG and the number in the analysis using a three (3) year average for the whole school (reading and mathematics).
- 2.) Calculate the number of students scoring 24 or more points on the EWS and the number included in the analysis using a three (3) year average.
- 3.) Determine the total number of students to be included in the added evidence points by adding the number of students making OYG (reading and mathematics) and the number of students scoring 24 or more on the EWS. Divide total by the total number included in the analysis for OYG (reading and mathematics) and EWS to determine the percent total added evidence.

- 4.) Use the following grid to determine the points assigned by subject/grade combination (please see Table 9):

Table 9: Distribution of Elementary Added Evidence Points by Subject/Grade Combination

% Total Added Evidence	Subject/Grade Combinations								
	1	2	3	4	5	6	7	8	9
90% +	3	5	8	10	12	15	17	20	22
80%-89%	2.25	3.75	6	7.5	9	11.25	12.75	15	16.5
70%-79%	1.5	2.5	4	5	6	7.5	8.5	10	11
60%-69%	0.75	1.25	2	2.5	3	3.75	4.25	5	5.5

Application of this methodology results in the following scale permutations for the elementary Achievement Profile (please see Table 10):

Table 10: Elementary School Scale Permutations

Subject/Grade Combinations	Subject/Grade Total Points	AYP Total Points	Total Subject/Grade and AYP Points	Total Added Evidence Points	Final Total Points
1	6	1	7	Up to 3	10
2	12	1	13	Up to 5	18
3	18	1	19	Up to 8	27
4	24	1	25	Up to 10	35
5	30	1	31	Up to 12	43
6	36	1	37	Up to 15	52
7	42	1	43	Up to 17	60
8	48	1	49	Up to 20	69
9	54	1	55	Up to 22	77

BOARD ACTION:

- G1.) The ADE recommends that the Board approve the added evidence methodology as detailed in action steps 1-4 on page 9 of this document and all resulting point values as illustrated in Table 9 and Table 10 of this document.

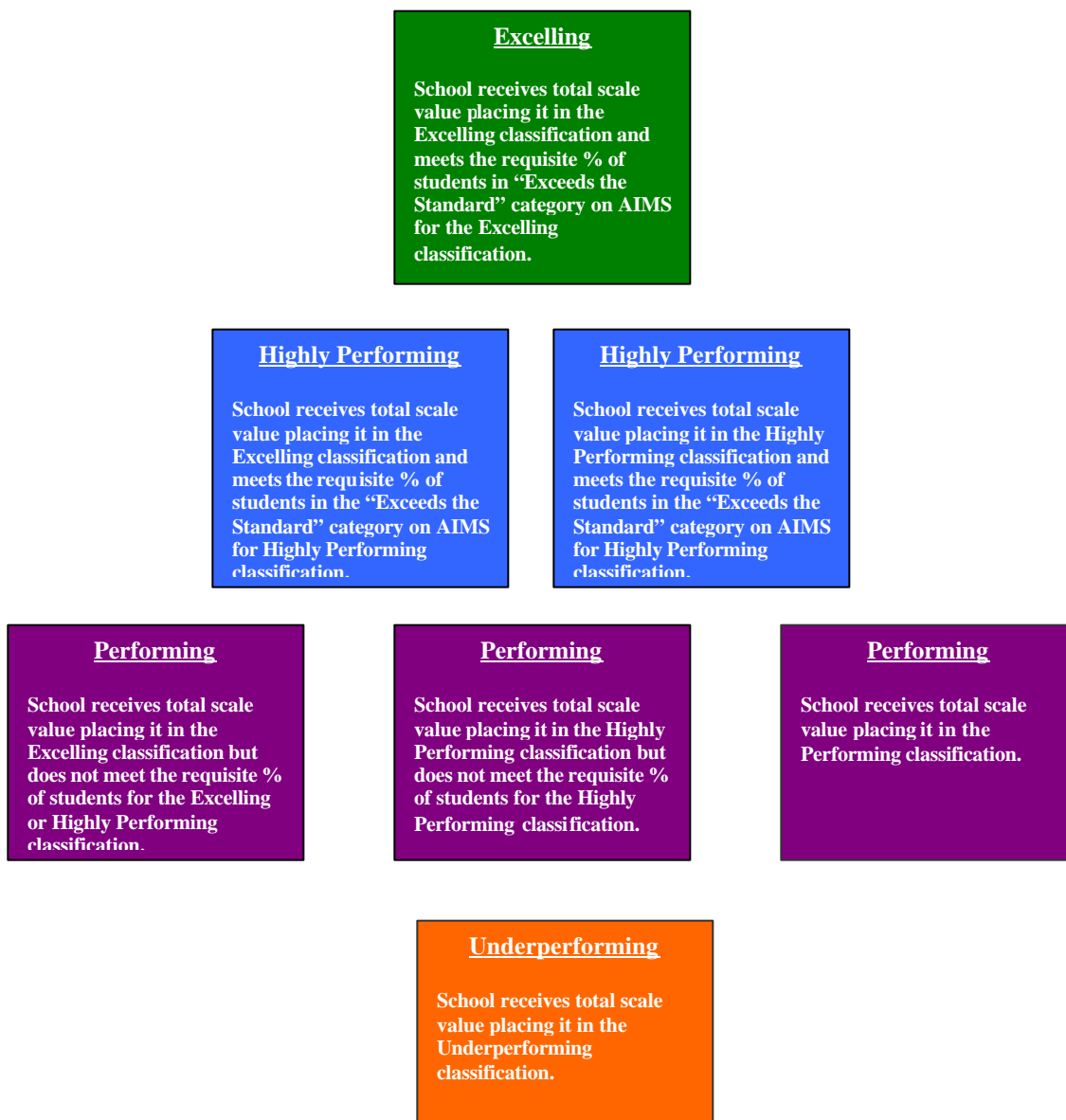
H. Application of Threshold Criteria for Excelling and Highly Performing Schools

To ensure continued focus on improving the academic achievement of *all* students as they reach their absolute levels of attainment, including those students currently demonstrating proficiency in Arizona's Academic Standards on AIMS, the ADE proposes the application of threshold

criteria to determine **Excelling** and **Highly Performing** schools. These threshold criteria are based on the average percentage of students in the “Exceeds the Standard” category on AIMS (reading, writing **or** mathematics) in a particular school. Conceptually, these threshold criteria serve as parameters to establish distinct boundaries around the Excelling and Highly Performing Achievement Profile classifications. Schools must not only receive a total scale value that places them into either **Excelling** or **Highly Performing**, but must also meet the requisite percentage of students in the “Exceeds the Standard” category on AIMS to be designated as either an **Excelling** or **Highly Performing** schools. The application of threshold criteria for **Excelling** and **Highly Performing** schools results in the following scenarios (please see Illustration D):

- 1.) A school that receives a total scale value that places it in the Excelling classification and meets the requisite percentage of students in the *Exceeds the Standard* category on AIMS necessary for an Excelling classification will be designated an **Excelling** school.
- 2.) A school that receives a total scale value that places it in the Excelling classification and did not meet the requisite percentage of students in the *Exceeds the Standard* category on AIMS necessary for a Excelling classification, but did meet the requisite percentage of students in the *Exceeds the Standard* category on AIMS necessary for a Highly Performing classification will be designated as a **Highly Performing** school.
- 3.) A school that receives a total scale value that places it in the Excelling classification and did not meet either the requisite percentage of students in the *Exceeds the Standard* category on AIMS necessary for the Excelling classification or the Highly Performing classification will be designated as a **Performing** school.
- 4.) A school that receives a total scale value that places it in the Highly Performing classification and meets the requisite percentage of students in the *Exceeds the Standard* category on AIMS necessary for an Excelling classification will be designated as a **Highly Performing** school.
- 5.) A school that receives a total scale value that places it in the Highly Performing classification and meets the requisite percentage of students in the *Exceeds the Standard* category on AIMS necessary for a Highly Performing classification will be designated as a **Highly Performing** school.
- 6.) A school that receives a total scale value that places it in the Highly Performing classification and did not meet either the requisite percentage of students in the *Exceeds the Standard* category on AIMS necessary for an Excelling classification or Highly Performing classification will be designated a **Performing** school.
- 7.) A school that receives a total scale value that places it in the Performing classification will be designated as a **Performing** school, regardless if the school meets the requisite percentage of students in the *Exceeds the Standard* category on AIMS necessary for an Excelling classification or Highly Performing classification.
- 8.) A school that receives a total scale value that places it in the Underperforming classification will be designated as an **Underperforming** school, regardless if the school meets the requisite percentage of students in the *Exceeds the Standard* category on AIMS necessary for an Excelling classification or a Highly Performing classification.

Illustration D: *Chart of Potential Scenarios Resulting from Threshold Marks Set for Excelling and Highly Performing Achievement Profile Classifications*



Utilizing a three-year average of the percentage of students in the “Exceeds the Standard” category on AIMS the ADE set the thresholds for **Excelling** and **Highly Performing** Achievement Profile classifications based on the subject/grade combinations assessed at a particular school. The ADE recommends that Board approve the following threshold marks, based on the fraction of students exceeding the standard on AIMS. In order to establish thresholds for excelling and highly performing schools the ADE rank ordered all schools by the percentage of students exceeding the standard on AIMS. Then the threshold for highly performing was set at the 75th percentile rank of schools with students exceeding the standard; the threshold for excelling was set at the 90th percentile rank of schools with students exceeding the standard (please see Table 11):

Table 11: Excelling and Highly Performing Threshold Values by Grades Offered

Subject Grade Combinations	School Type (Serving grades)	Highly Performing	Excelling
3	3 or 5	22.6%	28.7%
3	8	6.5%	10.7%
6	3 and 5	30.9%	38.8%
6	5 and 8	19.9%	31.7%
9	3, 5 and 8	19.3%	25.7%
3	High School	9.3%	12.7%

BOARD ACTION:

- H1.) The ADE recommends that the Board approve the application of threshold criteria based on the average percentage of students in the “Exceeds the Standard” category on AIMS (reading, writing **or** mathematics) to determine the Excelling and Highly Performing Achievement Profile classifications.
- H2.) The ADE recommends that the Board approve the threshold criteria for the **Excelling** Achievement Profile classification and the **Highly Performing** Achievement Profile classification as illustrated in Table 11.

I. Impact Data

The ADE staff has calculated impact data based on the subset of schools with all data required for the standard version of the AZ LEARNS Achievement Profile methodology. This subset does not include schools with missing data, schools with less than four years of data, extremely small schools, K-2 schools or alternative schools. The current subset totals 1055 schools (elementary and high schools combined). Please note that these are preliminary figures, they may change in the future with the addition of additional school Achievement Profiles.

Table 12: Impact data with Excelling and Highly Performing Thresholds Applied

Profile	Percent Of Schools
Excelling	11.7 %
Highly Performing	15.7 %
Performing	59.1 %
Underperforming	13.5 %

Table 13: Impact data without Excelling and Highly Performing Thresholds Applied

Profile	Percent Of Schools
Excelling	38.3 %
Highly Performing	23.8 %
Performing	24.4 %
Underperforming	13.5 %

Arizona State Board of Education
AZ LEARNS Resolutions Approved September 16, 2003:

- A1.) The ADE recommends that the Board approve the utilization of the beta distribution to determine cut points for the six (6) Baseline Groupings based on the following percentile ranks: 90, 75, 50, 25 and 10, which yield the cut scores illustrated in Table 1.
- B1.) The ADE recommends that the Board approve the application of the Growth Point Grouping methodology as described and detailed in Illustration C, yielding the cut points presented in Table 2.
- F1.) The ADE recommends that the Board approve the cut points detailed in Table 7 and Table 8 to determine the Achievement Profile school classification.
- G1.) The ADE recommends that the Board approve the added evidence methodology as detailed in action steps 1-4 and all resulting point values as illustrated in Table 9 and Table 10.
- H1.) The ADE recommends that the Board approve the application of threshold criteria based on the average percentage of students in the “Exceeds the Standard” category on AIMS (reading, writing **or** mathematics) to determine the Excelling and Highly Performing Achievement Profile classifications.
- H2.) The ADE recommends that the Board approve the threshold criteria for the **Excelling** Achievement Profile classification and the **Highly Performing** Achievement Profile classification as illustrated in Table 11.